



# **Overview of Smarter Balanced System Components**

S



# Overview

## A Balanced Assessment System – Math and ELA

### A Balanced Assessment System

The Smarter Balanced Assessment Consortium is committed to ensuring that all students leave high school prepared for postsecondary success. A balanced assessment system — which includes the formative assessment process as well as interim and summative assessments — provides tools to improve teaching and learning. The formative assessment process is an essential component of a balanced assessment system.



#### Digital Library

*Available Now*

Resources to help teachers improve classroom-based assessment practices



#### Interim Assessments

*Available Beginning Winter 2014-15*

Optional online assessments to check student progress and help teachers plan and improve instruction



#### Summative Assessments

*Available Spring 2015*

Year-end assessments in math and English for grades 3-8 and 11 that use both computer adaptive testing and performance tasks



# Use of data for teaching and learning

- Using student data to plan forward and make changes to instruction while there is still time to change the outcome

***Digital Library***

***Interim Assessments***

- Using student data to look back  
***ISAT (Summative Assessment)***





# Two systems

## Digital Library

- Teacher resources and lesson plan focused on attributes of Formative Assessment
- **ART**: Administration/Registration System
- Indicate who will be the DL Coordinator for district  
<https://www.surveymonkey.com/s/BJ68JFV>
- SDE provisions Dist DL
- District provisions all other users.

## Interim and Summative (ISAT) Assessments

- Delivery of assessments, reporting, etc.
- **TIDE**: Test Information Distribution System
- SDE provisioned district superintendents and DTCs
- District provisions all other Users
- SDE uploads student files



# Digital Library

The Formative Assessment Process in classrooms



[Video describing FA](https://www.youtube.com/watch?v=ccr8eT2Q98A&feature=youtu.be)

<https://www.youtube.com/watch?v=ccr8eT2Q98A&feature=youtu.be>

Digital Library Log On

<https://sso.smarterbalanced.org/auth/UI/Login>

ART

[art.smarterbalanced.org](https://art.smarterbalanced.org)



# Digital Library – (ART)

## Assessments

### Select Assessments



Select a test to download from the Test Spec Bank



### Add/Modify Assessment Information



Add Assessment Windows, Opportunities, Delay Rules and Eligibility Rules

### View Participation Reports



View summary and detailed reports of student testing status

## Registration

### Upload Institutions, User and Students



Upload files for institutions, personnel and students (including accommodations)

or

### Create/Modify Institutions



Create or modify school, district and state information



### Create/Modify Students

Create or modify student information including accommodation



### Create/Modify User

Create or modify personnel information including roles



### Upload Student Explicit Eligibility



Upload student explicit eligibility for assessments

or

### Upload Student Groups



Upload file that associates personnel with students

or

### Create/Modify Student Groups



Create or modify student group that associates personnel with students



# Digital Library

Digital Library Resources

Resource Review

My Resources

Forums

Reports



## Filters

Subjects



Grades



Attributes of the Formative Assessment Process



Media Types



Resource Type



Intended End Users



Intended Student Populations



Educational Use



Module Type

Geographic Settings

Common Core State Standards

## Applied Filters

✕ Clear All

### RESOURCE TYPE

Instructional Resource



1896 Resources:

Sort by: Highest Rated



☐ Posted with Distinction Only

≡ List View

✓ Posted with Distinction

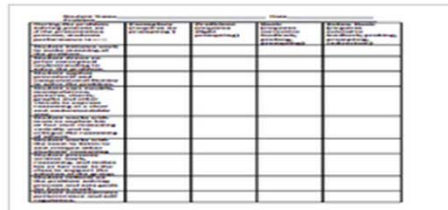
Hide ⤴

### Performance Task: Explanatory Essay: Greek Mythology in Today's World



This resource is a Performance Task on its face. Students can use it as is in order to prepare for the SBAC performance task they will be

### Open Ended Problems that Link Concept and Procedure



This resource covers all domains of K-5, but it could be used in older grades successfully. Students work in small groups of 2-4 with the

# ISAT Portal

[idaho.portal.airast.org](http://idaho.portal.airast.org)


- All documents:
  - User Guides & Manuals
  - Classroom activities, Rubrics, Scoring Guides
  - Training Modules
- Access to Systems:
  - TIDE: Test Information Distribution Engine
  - TDS: Test Delivery System
  - ORS: Online Reporting System
  - THSS: Teacher Hand Scoring System
- Announcements, alerts, schedules, FAQs and the Idaho Help Desk [IDHelpDesk@air.org](mailto:IDHelpDesk@air.org) 1-844-560-7365








# Idaho Portal


[Home](#) [Users ▼](#) [Resources ▼](#) [FAQs](#) [Supported Browsers](#) [Register for email alerts](#) | [Log in](#)


 **IDAHO**  
STATE DEPARTMENT OF EDUCATION

 **Students & Families**

 **Teachers & Test Administrators**

 **Test Coordinators**

 **Technology Coordinators**

 **Recent Announcements**


**NEW!** The Practice and Training tests will be down for maintenance on December 29 and 30. The site will be back up on December 31.  
*Added December 22, 2014*


**NEW!** The Test Information Distribution Engine (TIDE) User Guide, TIDE Module, Online Reporting System (ORS) Module, and the Elementary Writing Fact Sheet are now available on the Resources pages of the portal.  
*Added December 22, 2014*


- The Test Information Distribution Engine (TIDE) is now available on the portal! The TIDE icon can be found under the Teachers & Test Administrators or Test Coordinators pages. The TIDE user guide is coming soon. In the meantime, if you have any questions regarding TIDE, you may contact the Idaho Assessment System Help Desk.  
*Added December 16, 2014*
- AIR has launched the new ISAT portal, please browse the site and get accustomed to the many features we have.  
*Added October 31, 2014*
- Register for [email alerts](#) in preparation for the 2014–15 school year, and don't miss out on any news regarding the assessment system.  
*Added August 2, 2014*
- Please [click here](#) to view all announcements


**Welcome!**


This site demonstrates the features that are available on the Portals created by AIR to access the assessment systems.


 **Secure Browsers**


 **Practice & Training Tests**

 **Important Dates**

 **Contact Us**

 **Idaho Statewide Assessment Group on Edmodo**

 **Digital Library by Smarter Balanced**



# Testing Options

- Training Tests
  - For TA to become familiar with administering the assessment
  - Supported web browser for TA Interface or Training site
- Practice Tests
  - For students
  - Practice Online testing and using test tools
  - Use supported or secure browser
- Interim Assessments
  - Generate data: for students and teachers, parents; identify strengths and limitations; progression toward meeting standards
  - Students take with secure browser; TA supported browser
- Summative Assessments
  - For students, teachers to identify mastery of the standards\
  - For state accountability
  - Students take with secure browser; TA supported browser





# Idaho.portal.airast.org

TIDE

- Prepare for the testing
- Set up users, students, rosters

TDS

- Deliver the assessments

THSS

- Score responses (Interim only)

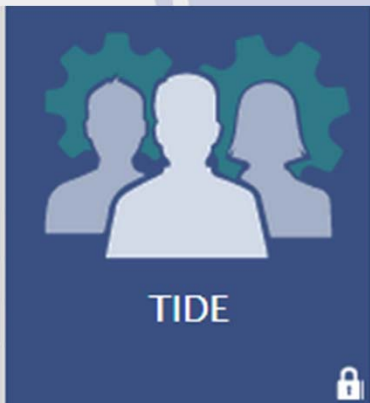
ORS

- View data/access reports





# Test Information Distribution System (TIDE)



# TIDE Training Materials



Test Administration  
Resources

[Test Information and Distribution Engine \(TIDE\) User Guide](#) [PDF]

This user guide is designed to help users easily navigate the Test Information Distribution Engine (TIDE) system.

[Test Information Distribution Engine \(TIDE\) Module](#) [PPTX]

This module is designed to help navigate the Test Information Distribution Engine (TIDE) system. This training module includes examples of all features on TIDE.





## Home

You can perform the following tasks in TIDE, depending on your role: managing user accounts, managing student information, assessing managing orders for testing materials, managing rosters of students, and managing appeals.

For detailed instructions about using TIDE, see the *TIDE User Guide*, available by clicking **Help** in the banner.







Home

Manage Users

Student Information

Voice Pack

Rosters

View/Edit Users

Add Users

Upload Users



## Add Users

Use this page to add a user with a role below yours.

From **Role** select a role level. Next, make selections from the **District** and **School** lists (depending on the role you selected you may not see all of these lists). Make entries in the **Email Address**, **First Name**, **Last Name**, and (optionally) **Phone fields**. Click **Add User**.

**Tip:** You can add many users at once using an upload file. Click the **Upload Users** tab for more information.

\* Role: - Select a role - ▼

\* Email Address:

\* First Name:

\* Last Name:

Phone:

TA Certified?:

-- Select a TA Certified? -- ▼

Add User

# Test Delivery System (TDS)



# TDS Training Materials

[Test Administrator Interface Module](#) [PPTX]

This module is designed to help Test Administrators understand the interface that will be used during online testing.



[Student Interface Module](#) [PPTX]

This module is designed to help Test Coordinators and Test Administrators understand the interface students will use to take the online assessments.

[Test Administrator User Guide](#) [PDF]

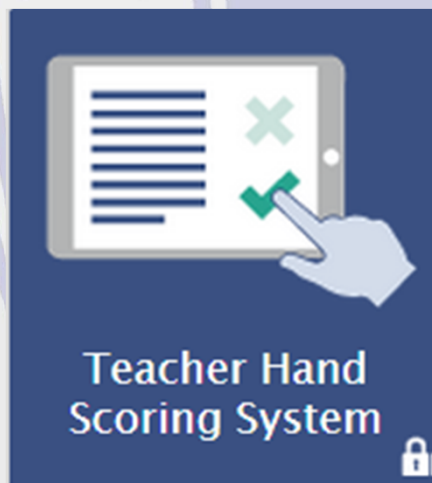
This user guide is designed to help users navigate the Test Delivery System (TDS) including the Student Interface and the Test Administrator Interface, and help support Test Administrators manage and administer testing for students participating in the ISAT tests.





# Teacher Hand Scoring System (THSS)

## INTERIM ASSESSMENTS



# THSS Training Materials



[Teacher Hand Scoring System User Guide](#) [DOCX] Updated January 16, 2015

This user guide supports Scorers and Score Managers using the Teacher Hand Scoring System (THSS) manage and score test responses that require human scoring for the optional Idaho Interim Assessments.


[Teacher Hand Scoring System Module](#) [PPTX] Updated January 16, 2015

This presentation is designed to introduce you to the Teacher Hand Scoring System for the Interim Assessments from Smarter Balanced.



# Home Page

Logged in as ownitemscorer01@example.com | [Help](#) | [Logout](#)

 **Teacher Hand Scoring System - Response List**

Test:  Session:

<input type="checkbox"/>	Name	Item	Session	Status	Score
<input type="checkbox"/>	MATTHEW DAGENAIS	13312: CellPhone_6_Stim1_Item4	test-a044-1	Not Scored	<a href="#">Score</a>
<input type="checkbox"/>	ALANA OLENDORF	13310: CellPhones_6_Stime1_Item5	test-a044-1	Not Scored	<a href="#">Score</a>
<input type="checkbox"/>	KYESHA BUCKHAM	13313: CellPhone_6_Stim1_Item6	test-a044-1	Not Scored	<a href="#">Score</a>



# Online Reporting System (ORS)



# ORS Training Materials



[Online Reporting System \(ORS\) User Guide](#) [DOCX]

This user guide provides information about all ORS's features, including instructions for viewing score reports, test management resources, creating and editing rosters, and searching for students.

[Online Reporting System Module](#)[PPTX] Updated January 8, 2015

This module is designed to help navigate the Online Reporting System (ORS). This training module includes examples of all features on ORS.



# Score Reporting

## Legend: Claims Performance Categories



Below Standard



At/Near Standard

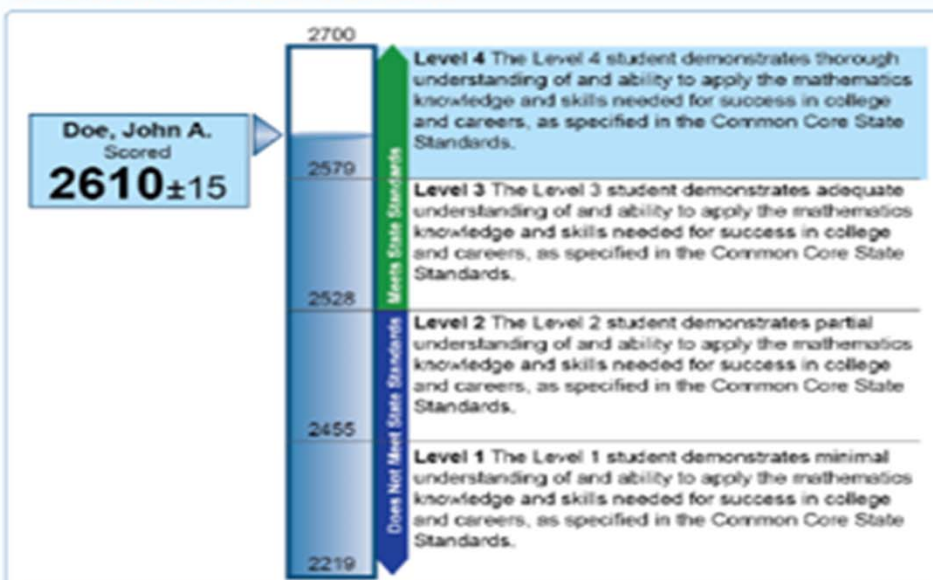


Above Standard

## Student Test Performance

Name	SSID	Scale Score	Achievement Level
Doe, John A.	056218172	2610 ±15	Level 4

## Scale Score and Overall Performance



## Comparison Scores

Name	Average Scale Score
State	2540 ±5
Demo District (001)	2535 ±5
Demo School (001-01)	2540 ±5

## Student Performance on Claims

Claim	Performance	Claims Description
Concepts & Procedures		Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving and Modeling & Data Analysis		Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.
Communicating Reasoning		Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.





# Score Reporting

## Claims and Targets

### Class Performance on Each Target for the Mathematics Test

What are my class's relative strengths and weaknesses in the Mathematics targets?

Test: Smarter Summative Mathematics Grade 5

Year: 2014-2015

Name: Demo Class A

#### Legend: Strength and Weakness Indicator

- + Better than performance on the test as a whole  
 = Similar to performance on the test as a whole  
- Worse than performance on the test as a whole  
 \* Insufficient Information

### Performance on Each Target

#### Smarter Summative Mathematics Grade 5 Test for Students in Demo Class A

Target	Performance
<b>Concepts &amp; Procedures</b>	
Understand the place-value system.	+
Perform operations with multi-digit whole numbers and with decimals to hundredths.	+
Use equivalent fractions as a strategy to add and subtract fractions.	=
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	-
Geometric measurement: understand concepts of volume and relate volume to multiplication and addition.	-
Write and interpret numerical expressions.	=
Analyze patterns and relationships.	+
Convert like measurement units within a given measurement system.	-
Represent and interpret data.	+
Graph points on the coordinate plane to solve real-world and mathematical problems.	=
Classify two-dimensional figures into categories based on their properties.	-
<b>Problem Solving and Modeling Data &amp; Analysis</b>	
Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	+
Select and use appropriate tools strategically.	=
Interpret results in the context of a situation.	-

#### Comparison Scores

Name	Average Scale Score
State	2540 ±5
Demo District (001)	2535 ±5
Demo School (001-01)	2540 ±5
Demo Teacher	2450 ±5
Demo Class A	2550 ±5



# Score Reporting- IAB Report

## Percentage in Each Block Performance Level

### Smarter Interim Assessment Blocks Mathematics Grade 5 Test for Students in Demo District

Breakdown By:  Test Event:   Comparison: ON

Name	Number of Students Tested at Least One Block	Blocks	Number of Students Tested	Percentage in Each Block Performance Level
State	225,500	<b>Mathematics</b>		
		Operations and Algebraic Thinking	200,000	14 16 70
		Numbers and Operations in Base 10	210,000	12 18 70
		Fractions	190,500	16 14 70
		Geometry	185,900	14 16 70
		Measurement and Data	178,800	12 18 70
		Mathematics Performance Task	190,700	16 14 70
Demo District (001)	5,585	<b>Mathematics</b>		
		Operations and Algebraic Thinking	5,000	8 24 68
		Numbers and Operations in Base 10	5,200	11 21 68
		Fractions	5,500	5 27 68
		Geometry	4,900	8 24 68
		Measurement and Data	4,800	11 21 68
		Mathematics Performance Task	4,700	5 27 68
Demo School 1 (001-01)	500	<b>Mathematics</b>		
		Operations and Algebraic Thinking	500	11 19 70
		Numbers and Operations in Base 10	460	10 20 70
		Fractions	450	12 18 70
		Geometry	490	11 19 70
		Measurement and Data	480	10 20 70
		Mathematics Performance Task	300	12 18 70





# **What are CLAIMS and ASSESSMENT TARGETS?**





# Conceptual Framework

- **Claims**
  - Broad statements of the assessment system's learning outcomes, each of which requires evidence
- **Assessment Targets = Evidence**
  - Targets articulate the types of data/observations that will support interpretations of competence toward achievement of the claims.
- **Interpretations** are spelled out in the Achievement Level Descriptors.



# Conceptual Framework

We claim ...(Claim language) is true if we see the following evidence (Assessment Target language) at a certain level of proficiency (Achievement Level Descriptors.)



# ELA/Literacy Claims

## Overall Claim for Grades 3–8

“Students can demonstrate progress toward college and career readiness in English language arts and literacy.”

## Overall Claim for Grade 11

“Students can demonstrate college and career readiness in English language arts and literacy.”

<b>Claim #1</b>	<b><u>Reading</u></b> “Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.”
<b>Claim #2</b>	<b><u>Writing</u></b> “Students can produce effective and well-grounded writing for a range of purposes and audiences.”
<b>Claim #3</b>	<b><u>Speaking and Listening</u></b> “Students can employ effective speaking and listening skills for a range of purposes and audiences.”
<b>Claim #4</b>	<b><u>Research / Inquiry</u></b> “Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.”

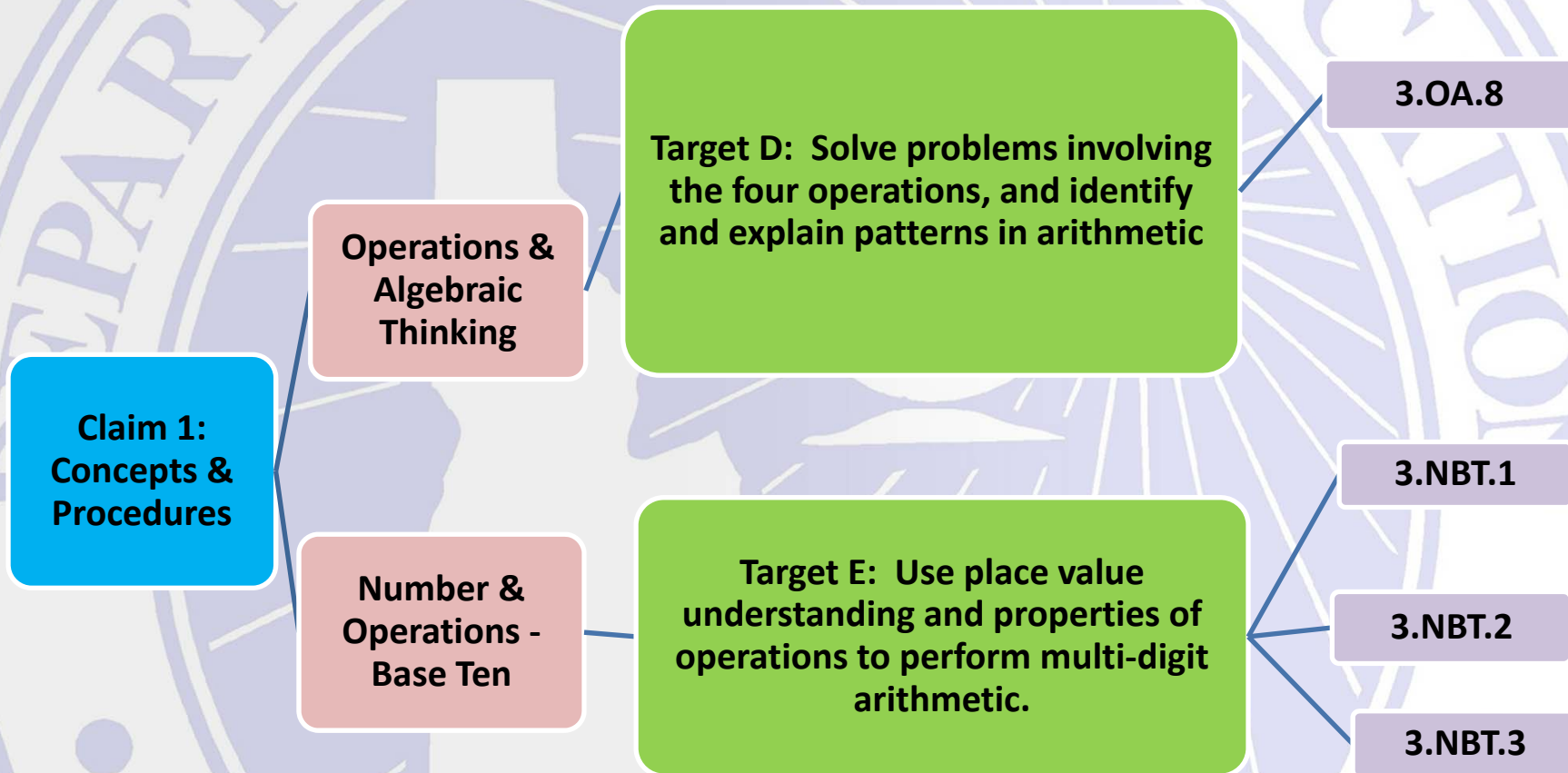


# Math Claims

*Content Specifications, p. 25*

<b>Claim #1</b>	<b>Concepts &amp; Procedures</b> “Students can <b>explain and apply</b> mathematical <b>concepts</b> and <b>interpret and carry out</b> mathematical <b>procedures</b> with <b>precision</b> and <b>fluency</b> .”
<b>Claim #2</b>	<b>Problem Solving</b> “Students can solve a range of complex well-posed problems in pure and applied mathematics, making <b>productive use of knowledge</b> and <b>problem solving strategies</b> .”
<b>Claim #3</b>	<b>Communicating Reasoning</b> “Students can clearly and precisely <b>construct viable arguments</b> to <b>support</b> their own reasoning and to <b>critique</b> the reasoning of others.”
<b>Claim #4</b>	<b>Modeling and Data Analysis</b> “Students can <b>analyze</b> complex, real-world scenarios and can <b>construct</b> and <b>use mathematical models</b> to interpret and solve problems.”

# CLAIM 1 – Grade 3: Content Categories, Assessment Targets, and Standards



# Relationship between the Core Standards & the Content Specifications

CCSS, p. 23

Content Specs, p. 30

## Operations and Algebraic Thinking 3.OA

### Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .
2. Interpret quotients of whole numbers, e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as  $56 \div 8$ .
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, find the unknown number that makes the equation true in each case:  $x \times 7 = 49$ ,  $5 = \square \div 3$ ,  $6 \times 6 = 2$ .

### Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of multiplication as follows:  
(Commutative property)  $8 \times 5 = 40$ , so  $5 \times 8 = 40$ .  
(Associative property)  $3 \times 5 \times 2 = 15 \times 2 = 30$ , so  $3 \times (5 \times 2) = 3 \times 10 = 30$ .  
(Distributive property)  $3 \times (4 + 5) = 3 \times 4 + 3 \times 5 = 12 + 15 = 27$ .
6. Understand division as an unknown-factor problem. For example, find the number that, when multiplied by 3, gives 12.

### Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies based on the relationship between multiplication and division. For example, use  $6 \times 4 = 24$  to solve  $24 \div 6 = ?$ .

### Solve problems involving the four operations, and explain patterns in arithmetic.

8. Solve two-step word problems using the four operations. Represent the problem with an equation. For example, if a box of 24 donuts costs \$12, how much would a box of 6 donuts cost? Use the equation  $24 \div 4 = 6$  to solve.
9. Identify arithmetic patterns (including multiplication, division, and addition), and explain them. For example, observe that 4 times a number is the same as doubling a number twice.

Domain = Content Category

Cluster Heading 1 = Target A

Standards = Evidence

Cluster Heading 2 = Target B

## GRADE 3 Summative Assessment Targets

### Providing Evidence Supporting Claim #1

**Claim #1: Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.**

Content for this claim may be drawn from any of the Grade 3 clusters represented below, with a much greater proportion drawn from clusters designated "m" (major) and the remainder drawn from clusters designated "a/s" (additional/supporting) – with these items fleshing out the major work of the grade. Sampling of Claim #1 assessment targets will be determined by balancing the content assessed with items and tasks for Claims #2, #3, and #4.<sup>1</sup> Grade level content emphases are summarized in Appendix A and CAT sampling proportions for Claim 1 are given in Appendix B.

## Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.<sup>2</sup> (DOK 1, 2) This target requires students to use multiplication and division within 100 to solve one-step contextual word problems in situations involving equal groups, arrays, and measurement quantities such as length, liquid volume, and masses/weights of objects. These problems may be solved using equal-groups or arrays-situation types, but can include more difficult measurement situations. All of these items/tasks will code straightforwardly to standard 3.OA.3. Few of these items/tasks will code to the method of solution a separate target of assessment. Other items in this target will probe student understanding of the meanings of multiplication and division.

Understand properties of multiplication and the relationship between multiplication and division.<sup>3</sup> (DOK 1) This target requires students to use multiplication and division within 100 to solve one-step contextual word problems that explicitly ask the student to determine the unknown number in a multiplication or division equation relating three whole numbers (3.OA.4) will support the development of a range of difficulty necessary for populating an adaptive item bank (see section on *Understanding Assessment Targets in an Adaptive Framework*, below, for further explication).

**Target B [m]: Understand properties of multiplication and the relationship between multiplication and division. (DOK 1)**

Target A focuses more on the practical uses of multiplication and division, Target B focuses on the mathematical properties of these operations, including the mathematical relationship between multiplication and division. Tasks associated with this target are not intended to be vocabulary exercises along the lines of "which of these illustrates the distributive property?" As indicated by the CCSS-M,<sup>4</sup> students need not know the formal names for the properties of operations. Instead, tasks are to probe whether students are able to use the properties to multiply and divide.

Note, tasks that code directly to Target B will be limited to the 10x10 times table. (But see Target E under 3.NBT below.)

**Target C [m]: Multiply and divide within 100. (DOK 1)**



# The Test Reflects the Standards

- **Content Specifications** create a bridge between standards, assessment, and instruction
- **Item/Task Specifications** translate the Content Specs into actual items that provide evidence of learning

<http://www.smarterbalanced.org/smarter-balanced-assessments/>



# **District Share-Out**

**Coeur D'Alene ~ Mike Nelson  
Lakeland ~ Georgeanne Griffith**



# **District Share-Out**

**Weiser ~ Dave Davies**

**Wilder ~ Jeff Dillon & Tonya Wheeler**





# **District Share-Out**

**Marsh Valley ~ Nancy Dalley &  
Sharon Gillman**



**Contact Information:**  
**Nancy Thomas Price, Comprehensive  
Assessment System Coordinator**  
**208-332-6988 [nthomasprice@sde.idaho.gov](mailto:nthomasprice@sde.idaho.gov)**

**Idaho Help Desk**  
**844-560-7365 [IDHelpDesk@air.org](mailto:IDHelpDesk@air.org)**

